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Pronunciation matters

Why pronunciation is important and what is important in pronunciation

Robin Walker

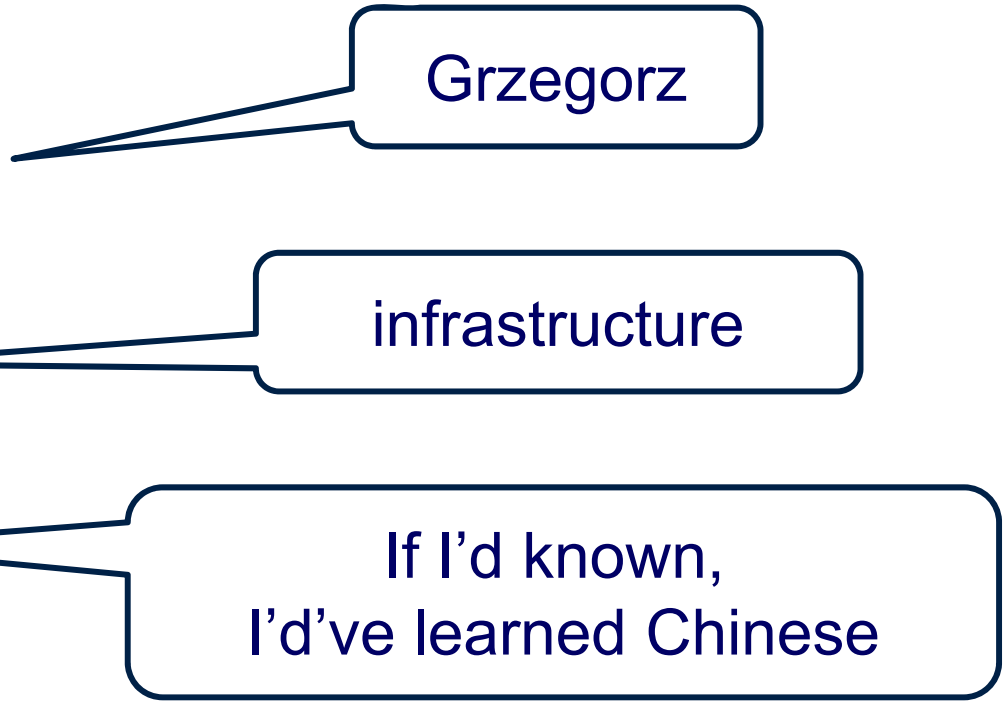
December 2016

Session outline

1) Why does pronunciation matter?
2) What is a good goal for our students' pronunciation?
3) What are our teaching priorities?
4) Who will make the best models?

1) Why pronunciation matters

1) The impact on speaking
   a) poor intelligibility
   b) avoidance of vocabulary
   c) avoidance of structures



1) Why pronunciation matters

2) The impact on listening

a) recognition

i. sounds

ii. words

iii. sentences





Asia

1) Why pronunciation matters

2) The impact on listening

   a) recognition

      i. sounds

      ii. words

      iii. sentences

I'M GOING TO WORK
I'M GOING TO WORK
I'M GOING TO WORK
I'M GOING TO WORK

Department of Employment, Trade and Industry

1) Why pronunciation matters

2) The impact on listening

b) overload



1) Why pronunciation matters

3) The impact on writing
   a) invented spelling
   b) misspelling



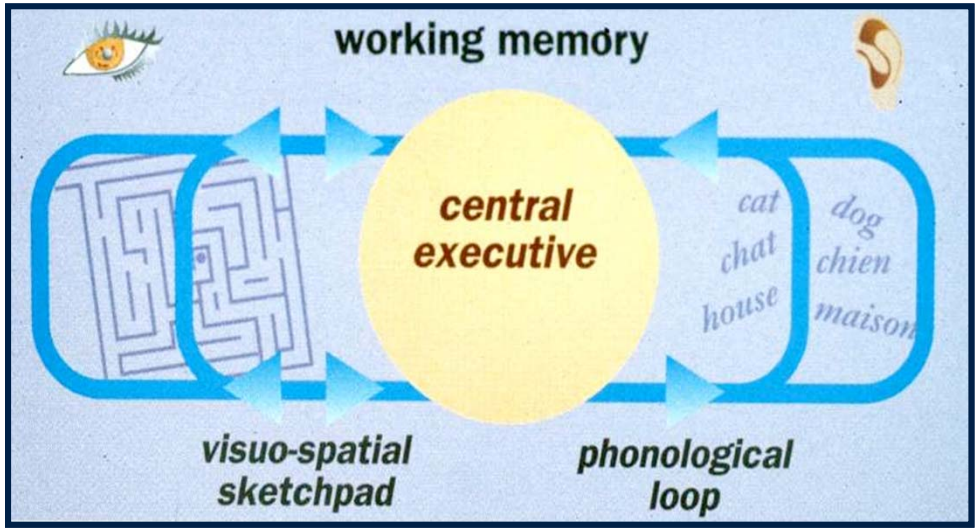
a) A' Mharconaich



b) Hake with *crap* sauce

1) Why pronunciation matters

4) The impact on reading

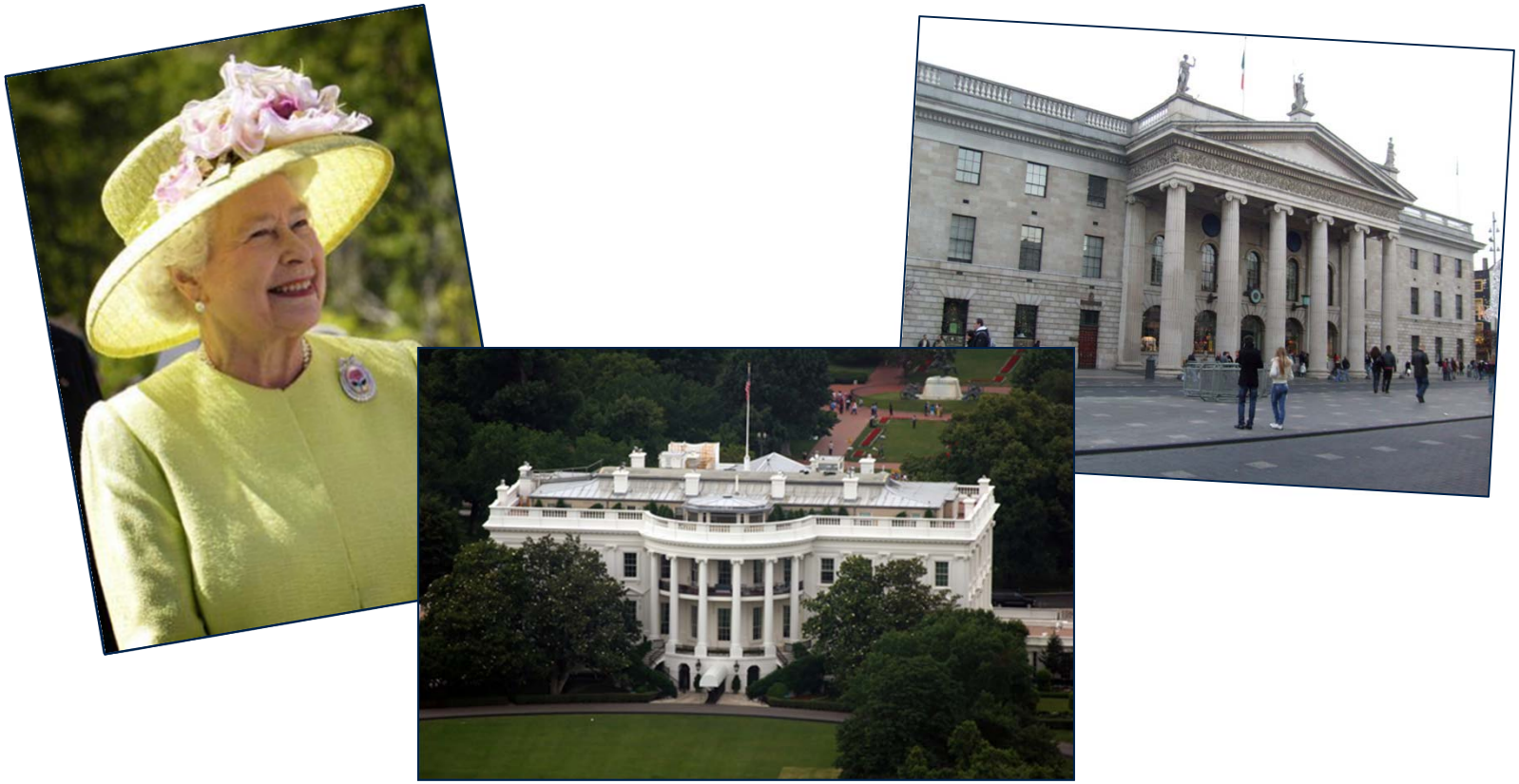


Catherine Walter: *This suggests strongly that teaching phonology will help L2 learners to read better.*

Session outline

1) Why does pronunciation matter?
2) **What is a good goal for our students' pronunciation?**
3) What are our teaching priorities?
4) Who will make the best models?

2) A good goal for learners

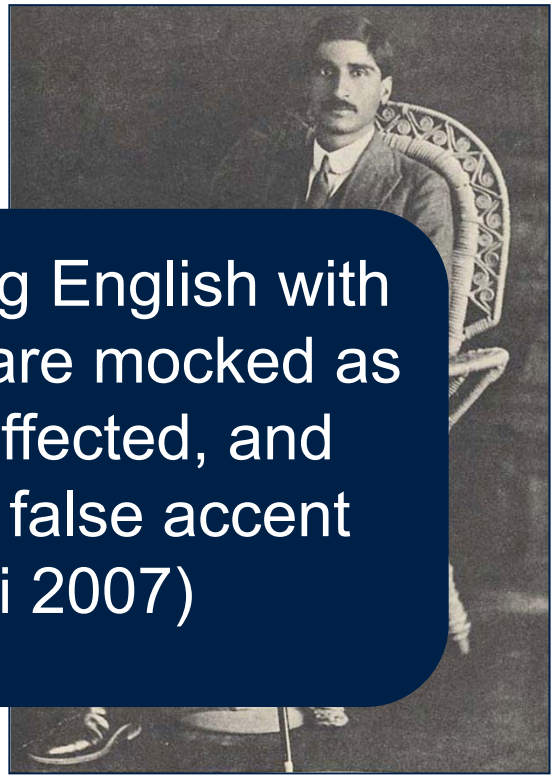


2) A good goal for learners

‘been-to-boys’



… it is the locals speaking English with a native-like accent who are mocked as sounding foreign and affected, and derided for putting on a false accent (Joanne Rajadurai 2007)



England-returned

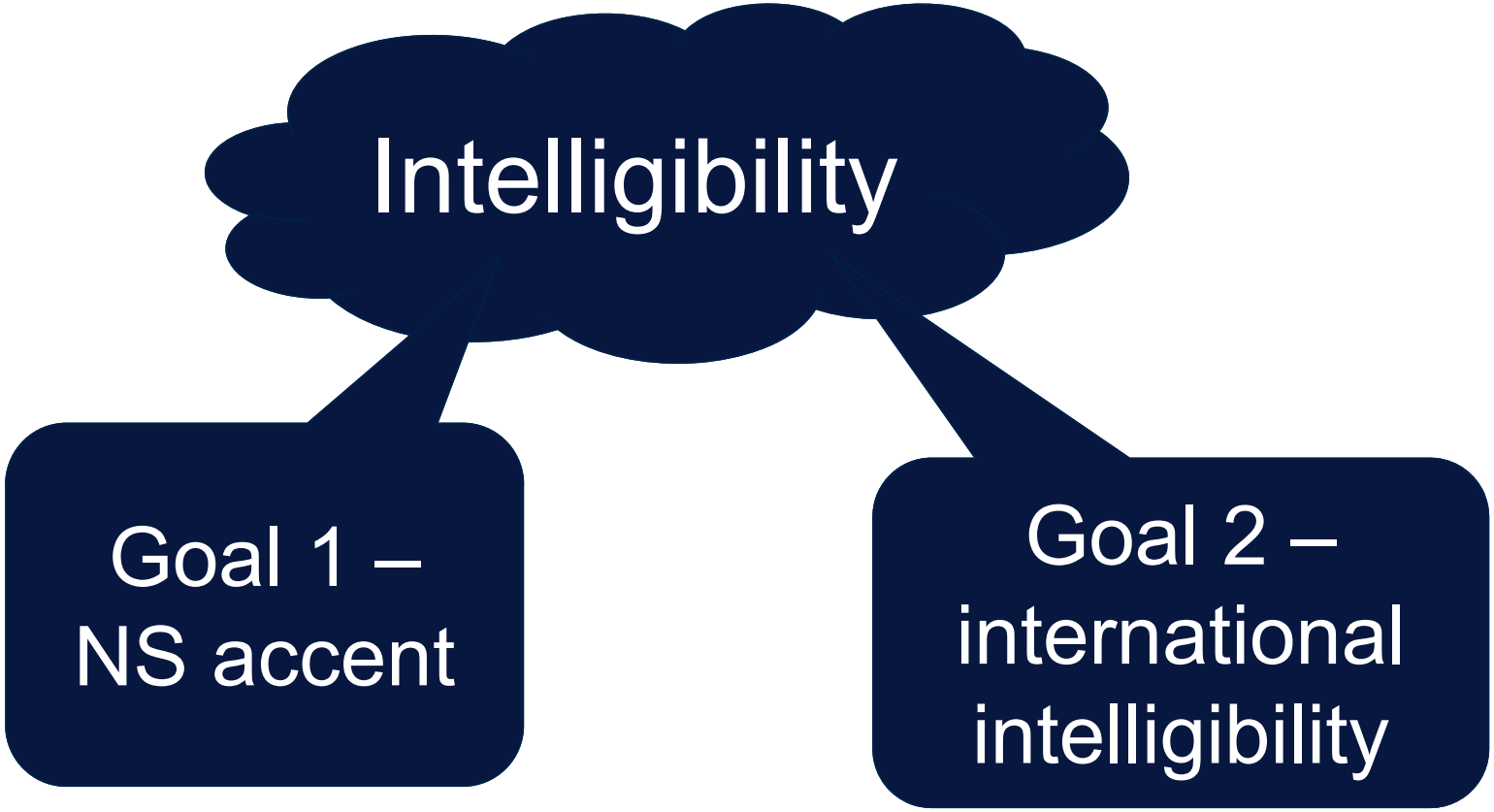
2) A good goal for learners

David Graddol, (2006)
English Next, British Council

In organisations where English has become the corporate language, meetings sometimes go smoothly when no native speakers are present. This is not just because non-native speakers are intimidated by the presence of a native speaker.

Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst lingua franca users.

2) A good goal for learners



2) A good goal for learners

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• Speakers of 'BBC' English	• 1.4m
• Speakers of British English	• 58m
• Speakers of American English	• 230m
• Speakers of Indian English	• 120m ?
• Native speakers of English	• 350m ?
• Non-native speakers of English	• 1,500m

2) A good goal for learners



2) A good goal for learners

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Intelligibility





Session outline

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3) **What are our teaching priorities?**
4) Who will make the best models?

	Goal 1	Goal 2
1. Vowels		
2. Consonants		
3. Clusters		
4. Word stress		
5. Sentence stress		
6. Stress-timing		
7. Weak forms		
8. Schwa		
9. Tones		

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Goal 1 = NS accent
Goal 2 = International intelligibility

VIP = Very Important
IP = Important
NP = Not important

	Goal 1	Goal 2
1. Vowels	**VIP**	
2. Consonants	**VIP**	
3. Clusters	**VIP**	
4. Word stress	**VIP**	
5. Sentence stress	**VIP**	
6. Stress-timing	**VIP**	
7. Weak forms	**VIP**	
8. Schwa	**VIP**	
9. Tones	**VIP**	

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Goal 1 = NS accent
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	Goal 1	Goal 2
1. Vowels	VIP	
2. Consonants	VIP	
3. Clusters	VIP	
4. Word stress	VIP	
5. Sentence stress	VIP	
6. Stress-timing	VIP	
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	

	Goal 1	Goal 2
1. Vowels	VIP	**Length VIP**. Consistent quality enough.
2. Consonants	VIP	
3. Clusters	VIP	
4. Word stress	VIP	
5. Sentence stress	VIP	
6. Stress-timing	VIP	
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	

	Goal 1	Goal 2
1. Vowels	VIP	**Length VIP**. Consistent quality enough.
2. Consonants	VIP	**VIP** Variation in /θ, ð/ & /r/.
3. Clusters	VIP	
4. Word stress	VIP	
5. Sentence stress	VIP	
6. Stress-timing	VIP	
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	

	Goal 1	Goal 2
1. Vowels	VIP	**Length VIP**. Consistent quality enough.
2. Consonants	VIP	**VIP** Variation in /θ, ð/ & /r/.
3. Clusters	VIP	**VIP** in word initial & word medial positions.
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7. Weak forms	VIP	
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2. Consonants	VIP	**VIP** Variation in /θ, ð/ & /r/.
3. Clusters	VIP	**VIP** in word initial & word medial positions.
4. Word stress	VIP	Not important.
5. Sentence stress	VIP	
6. Stress-timing	VIP	
7. Weak forms	VIP	
8. Schwa	VIP	
9. Tones	VIP	

	Goal 1	Goal 2
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	Goal 1	Goal 2
1. Vowels	VIP	**Length VIP**. Consistent quality enough.
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4. Word stress	VIP	Not important.
5. Sentence stress	VIP	**VIP**
6. Stress-timing	VIP	Not important.
7. Weak forms	VIP	**Not desirable.** *Can reduce intelligibility.*
8. Schwa	VIP	**Not desirable**. *Can reduce intelligibility.*
9. Tones	VIP	Not important.

	Goal 1	Goal 2
1. Vowels	VIP	**Length VIP**. Consistent quality enough.
2. Consonants	VIP	**VIP** Variation in /θ, ð/ & /r/.
3. Clusters	VIP	**VIP** in word initial & word medial positions.
4. Word stress	VIP	Not important.
5. Sentence stress	VIP	**VIP**
6. Stress-timing	VIP	Not important.
7. Weak forms	VIP	Not desirable. *Can reduce intelligibility.*
8. Schwa	VIP	Not desirable. *Can reduce intelligibility.*
9. Tones	VIP	Not important.

3) What are our teaching priorities?

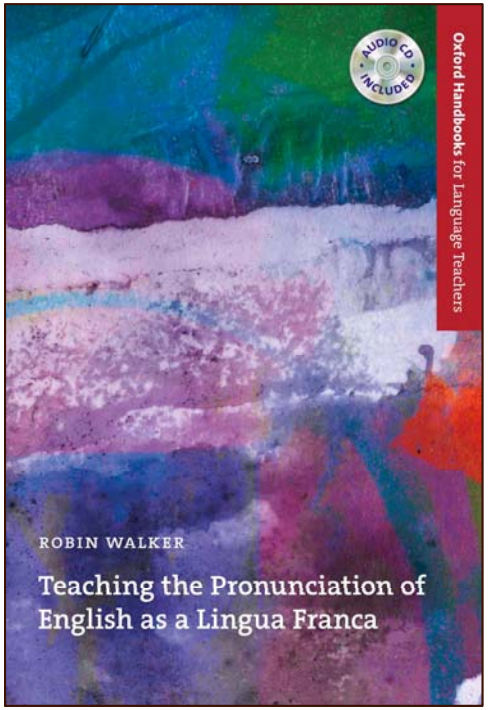
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Problems for Italian speakers of English (Goal 1)	
1. peach sounds like beach coat sounds like goat	7. lead sounds like leader big sounds like big-a
2. thin sounds like tin there sounds like dare	8. ship sounds like sheep fit sounds like feet
3. heart sounds like art	9. mat sounds like met bad sounds like bed
4. sing sounds like sin sing sounds like singer	10. coat sounds like cot note sounds like not
5. smoke sounds like zmoke snow sounds like znow	11. schwa is replaced by a full vowel.
6. 'Trilled' / 'rolled' /r/ sound. (Rrrrrobin)	12. Sentence stress usually falls on the last word.

3) What are our teaching priorities?

Problems for Italian speakers of English (Goal 2)			
1. peach sounds like beach coat sounds like goat	VIP	7. lead sounds like leader big sounds like big-a	NIP
2. thin sounds like tin there sounds like dare	NIP	8. ship sounds like sheep fit sounds like feet	IP
3. heart sounds like art	IP	9. mat sounds like met bad sounds like bed	NIP
4. sing sounds like sin sing sounds like singer	?	10. coat sounds like cot note sounds like not	IP
5. smoke sounds like zmoke snow sounds like znow	?	11. schwa is replaced by a full vowel.	NIP
6. 'Trilled' / 'rolled' /r/ sound. (Rrrrrobin)	NIP	12. Sentence stress usually falls on the last word.	VIP

3) What are our teaching priorities?



Teaching the Pronunciation of English as a Lingua Franca.

OUP 2010

Chapter 2 – LFC

Chapter 4 – Teaching techniques

Chapter 5 – Using the L1

Session outline

1) Why does pronunciation matter?
2) What is a good goal for our students' pronunciation?
3) What are our teaching priorities?
4) **Who will make the best models?**

4) Who will make the best models?

✓ ✗ ?

	Goal 1	Goal 2
a) Any NS		
b) NS with target accent		
c) NNS with target accent		
d) Any comfortably intelligible speaker		
e) Any internationally intelligible speaker		

Goal 1 = NS accent

Goal 2 = International intelligibility

4) Who will make the best models?

✓ ✗ ?

	Goal 1	Goal 2
a) Any NS	✗	
b) NS with target accent		
c) NNS with target accent		
d) Any comfortably intelligible speaker		
e) Any internationally intelligible speaker		

Goal 1 = NS accent

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4) Who will make the best models?

✓ ✗ ?

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	Goal 1	Goal 2
a) Any NS	✗	
b) NS with target accent	✓	
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Goal 1 = NS accent

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4) Who will make the best models?

✓ ✗ ?

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	Goal 1	Goal 2
a) Any NS	✗	
b) NS with target accent	✓	
c) NNS with target accent	✓	
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e) Any internationally intelligible speaker		

Goal 1 = NS accent

Goal 2 = International intelligibility

4) Who will make the best models?

✓ ✗ ?

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	Goal 1	Goal 2
a) Any NS	✗	
b) NS with target accent	✓	
c) NNS with target accent	✓	
d) Any comfortably intelligible speaker	✗	
e) Any internationally intelligible speaker		

Goal 1 = NS accent

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4) Who will make the best models?

✓ ✗ ?

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	Goal 1	Goal 2
a) Any NS	✗	
b) NS with target accent	✓	
c) NNS with target accent	✓	
d) Any comfortably intelligible speaker	✗	
e) Any internationally intelligible speaker	✗	

Goal 1 = NS accent

Goal 2 = International intelligibility

4) Who will make the best models?

✓ ✗ ?

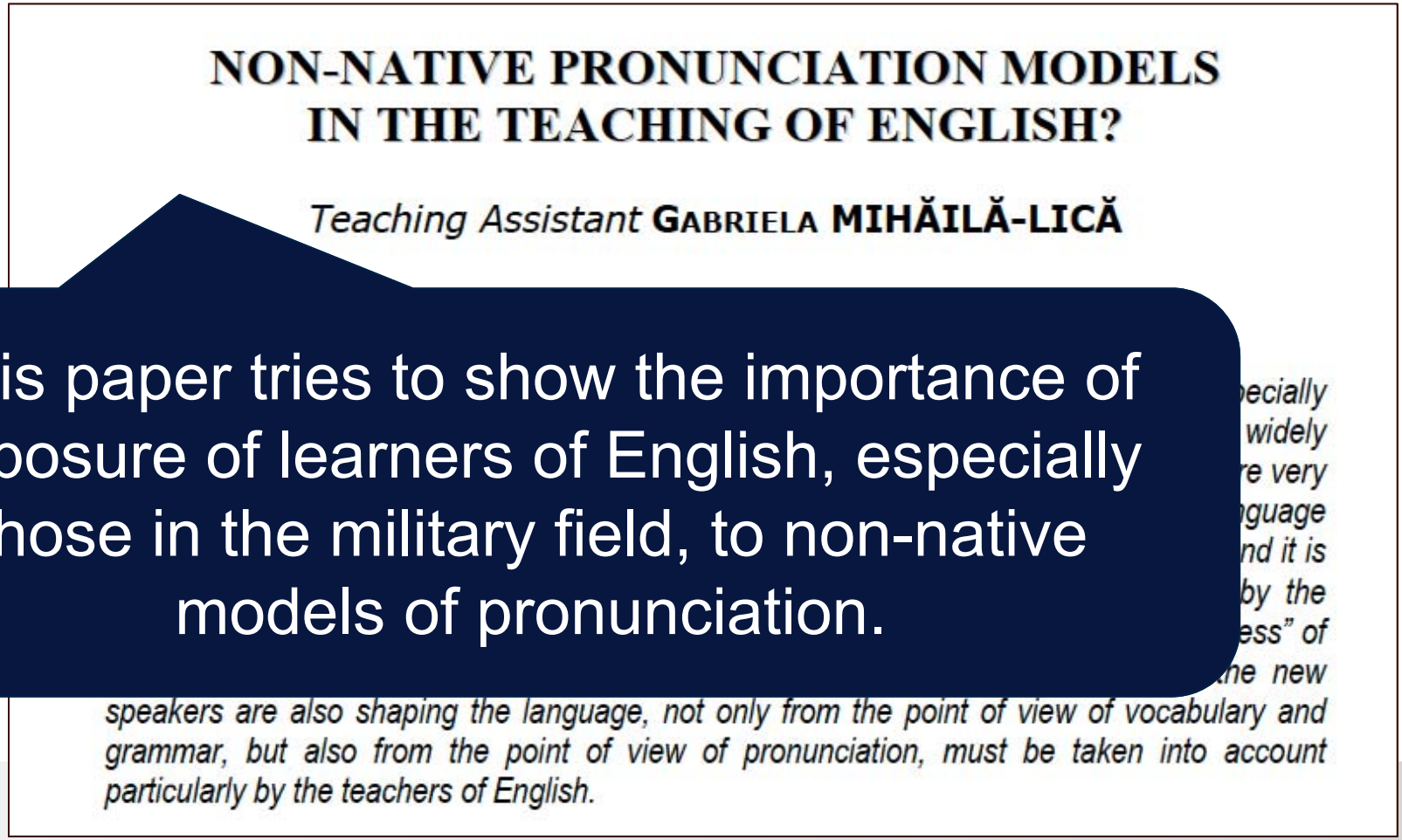
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	Goal 1	Goal 2
a) Any Ns	✗	?
b) NS with target accent	✓	–
c) NNS with target accent	✓	–
d) Any comfortably intelligible speaker	✗	?
e) Any internationally intelligible speaker	✗	✓

Goal 1 = NS accent

Goal 2 = International intelligibility

4) Who will make the best models?



NON-NATIVE PRONUNCIATION MODELS
IN THE TEACHING OF ENGLISH?

Teaching Assistant **GABRIELA MIHĂILĂ-LICĂ**

This paper tries to show the importance of exposure of learners of English, especially those in the military field, to non-native models of pronunciation.

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ess" of
he new
speakers are also shaping the language, not only from the point of view of vocabulary and grammar, but also from the point of view of pronunciation, must be taken into account particularly by the teachers of English.

4) Who will make the best models?

Murphy, J. M. (2014). Intelligible, comprehensible, nonnative models in ESL/EFL pronunciation teaching. *System: An International Journal of Educational Technology and Applied Linguistics.* 42, pp. 258-269.

This paper reviews purposes for pronunciation teaching, questions the hegemony of native English speaker (NES) models, and explores the possibility of incorporating at least some attention to nonnative English speaker (NNES) models ....

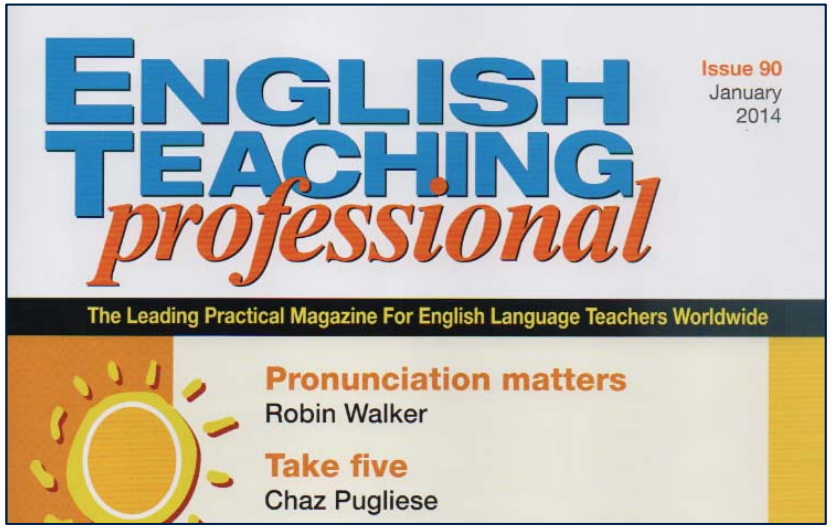
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Summary

1) Pronunciation matters because it affects every other aspect of learning English.
2) International intelligibility is a good goal for our students' pronunciation.
3) The *lingua franca core* is a good guide to the teaching priorities for international intelligibility.
4) English teachers who are *proven* internationally intelligible speakers make the best models.

Summary





ETp 90
Jan 2014

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Pronunciation matters

Why pronunciation is important and what is important in pronunciation

Robin Walker

December 2016